

NEW CONCEPT ENGLISH

PRACTICE AND PROGRESS

L. G. ALEXANDER

Supplementary Written Exercises



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LONGMAN

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To the Teacher

This book has been written in response to requests from many teachers for additional writing material to accompany *Practice and Progress*. It consists of ninety-six sets of exercises based on the texts in *Practice and Progress*. The exercises are all in multiple choice form. The student is always presented with four choices and is asked to select the *best possible answer*. (It should be noted that there are no repeated instructions on every page.) The distractors in each exercise are by no means arbitrary. They are based on an analysis of errors most frequently made in classes of students of mixed nationality. The answers are clear-cut, on the whole, though the teacher may occasionally find that he disagrees with a particular answer noted as correct in the Key to Exercises at the end of the book.

Each set of exercises is in four parts:

1 COMPREHENSION

The student is required to select two correct answers (Questions 1 and 2) which are designed to test his understanding of the text. The aim is to find out whether the student has understood the *main point* of each story.

2 STRUCTURE

There are five exercises (Questions 3-7) based on structural words and grammatical problems which occur in the text. The exercises in this section are not confined to the 'Key Structures' contextualized in the passage, but deal with a wide variety of difficulties. The emphasis throughout is on *usage*. The distractors usually include errors which the student is most likely to make.

3 VOCABULARY

There are five exercises (Questions 8-12) dealing with lexical items. The emphasis throughout is on the *meaning of content words*—though, inevitably, there is a certain amount of overlap with the previous section regarding items that cannot be clearly defined as 'structural' or 'lexical'. The choice of distractors usually consists of 'false friends' and anticipates likely sources of student error.

4 SENTENCE STRUCTURE

In this final exercise the student is usually required to rewrite or join sentences which have been taken from the passage. After completing the exercise the student can immediately find out whether his answer is correct by referring to the passage.

This book should *not* be regarded as a set of tests. The multiple choice form of exercise is used here wholly for *teaching* purposes, the aim being to train students to read intensively, extend their command of patterns and increase their vocabulary range. Students should be encouraged to use a good English-English dictionary while working and should only refer to the Key when completing a set of exercises. The Key has been included to relieve the teacher of the burden of correction, to guide the student who is working on his own, and—in the last resort!—to help settle arguments in the classroom regarding particular choices. Teachers who set these exercises as homework may find it useful and illuminating subsequently to work through them in class with their students.

1. COMPREHENSION

The student is required to select two correct answers (Questions 1 and 2) which are designed to test his understanding of the text. The aim is to find out whether the student has understood the main point of each story.

2. STRUCTURE

There are five exercises (Questions 3-7) based on structural words and grammatical problems which occur in the text. The exercises in this section are not confined to the Key structure, contextualised in the passage, but deal with a wide variety of difficulties. The emphasis throughout is on usage. The dictionary usually includes errors which the student is most likely to make.

3. VOCABULARY

There are five exercises (Questions 8-12) dealing with lexical items. The emphasis throughout is on the meaning of common words, though, inevitably, there is a certain amount of overlap with the previous section regarding items that cannot be clearly defined as 'structural' or 'lexical'. The choice of dictionary usually consists of 'false friends' and ambiguous 'false sources' of student error.

4. SENTENCE STRUCTURE

In this final exercise the student is usually required to transfer or join sentences which have been taken from the passage. After completing the exercise the student can immediately find out whether his answer is correct by referring to the passage.

To the Student

This book contains exercises based on the stories in *Practice and Progress*. There is one set of exercises for each story. Each set contains twelve questions. Four choices follow each question from which you are asked to choose THE BEST POSSIBLE ANSWER.

Each set of exercises is in four parts:

1 COMPREHENSION

Questions 1 and 2 deal with the meaning of the story as a whole.

2 STRUCTURE

Questions 3 to 7 deal with the way we express ourselves in English. They are about grammatical problems.

3 VOCABULARY

Questions 8 to 12 deal with the meaning of words.

4 SENTENCE STRUCTURE

This exercise will help you to practise writing sentences in English.

HOW TO WORK

- 1 Read the passage in *Practice and Progress* very carefully.
- 2 Choose the best possible answer to each question. Think very carefully when making your choice. Refer to the passage as often as you like and use a good English-English dictionary if you want to.
- 3 Check your answers against the Key to Exercises at the end of this book.

Contents

<i>To the Teacher</i>	v	36 Across the Channel	36
<i>To the Student</i>	vii	37 The Olympic Games	37
1 A Private Conversation	i	38 Everything Except the Weather	38
2 Breakfast or Lunch?	2	39 Am I All Right?	39
3 Please Send Me a Card	3	40 Food and Talk	40
4 An Exciting Trip	4	41 Do You Call That a Hat?	41
5 No Wrong Numbers	5	42 Not Very Musical	42
6 Percy Buttons	6	43 Over the South Pole	43
7 Too Late	7	44 Through the Forest	44
8 The Best and the Worst	8	45 A Clear Conscience	45
9 A Cold Welcome	9	46 Expensive and Uncom- fortable	46
10 Not for Jazz	10	47 A Thirsty Ghost	47
11 One Good Turn Deserves Another	11	48 Did You Want to Tell Me Something?	48
12 Goodbye and Good Luck	12	49 The End of a Dream	49
13 The Greenwood Boys	13	50 Taken for a Ride	50
14 Do You Speak English?	14	51 Reward for Virtue	51
15 Good News	15	52 A Pretty Carpet	52
16 A Polite Request	16	53 Hot Snake	53
17 Always Young	17	54 Sticky Fingers	54
18 He Often Does This!	18	55 Not a Gold Mine	55
19 Sold Out	19	56 Faster than Sound!	56
20 One Man in a Boat	20	57 Can I Help You, Madam?	57
21 Mad or Not?	21	58 A Blessing in Disguise?	58
22 A Glass Envelope	22	59 In or Out?	59
23 A New House	23	60 The Future	60
24 It Could be Worse	24	61 Dangerous Descent	61
25 Do the English Speak English?	25	62 After the Fire	62
26 The Best Art Critics	26	63 She was not Amused	63
27 A Wet Night	27	64 The Channel Tunnel	64
28 No Parking!	28	65 Jumbo versus the Police	65
29 Taxi!	29	66 Cycling through the Air	66
30 Football or Polo?	30	67 Volcanoes	67
31 Success Story	31	68 Persistent	68
32 Shopping Made Easy	32	69 But Not Murder!	69
33 Out of the Darkness	33	70 Red for Danger	70
34 Quick Work	34	71 A Famous Clock	71
35 Stop Thief!	35	72 A Car called 'Bluebird'	72

73	The Record-holder	73
74	Out of the Limelight	74
75	S.O.S.	75
76	April Fools' Day	76
77	A Successful Operation	77
78	The Last One?	78
79	By Air	79
80	The Crystal Palace	80
81	Escape	81
82	Monster or Fish?	82
83	After the Elections	83
84	On Strike	84
85	Never too Old to Learn	85
86	Out of Control	86
87	A Perfect Alibi	87
88	Trapped in a Mine	88
89	A Slip of the Tongue	89
90	Brasilia	90
91	Three Men in a Basket	91
92	Asking for Trouble	92
93	A Noble Gift	93
94	Future Champions	94
95	A Fantasy	95
96	The Dead Return	96

97	Key to Exercises	97
----	------------------	----

98	The future	98
99	Dangerous	99
100	After the fire	100
101	She was not Amused	101
102	The Channel Tunnel	102
103	Humbo versus the Police	103
104	Cycling through the Air	104
105	Volcanoes	105
106	Present	106
107	But Not Married?	107
108	Red for Danger	108
109	A Clockwork	109
110	A Car called Blindfold	110

111	The future	111
112	Dangerous	112
113	After the fire	113
114	She was not Amused	114
115	The Channel Tunnel	115
116	Humbo versus the Police	116
117	Cycling through the Air	117
118	Volcanoes	118
119	Present	119
120	But Not Married?	120
121	Red for Danger	121
122	A Clockwork	122
123	A Car called Blindfold	123

1 A Private Conversation

COMPREHENSION

- 1 The writer turned round. He looked at the man and the woman angrily
(a) and they stopped talking. (c) but they didn't notice him.
(b) but they didn't stop talking. (d) but they looked at him rudely.
- 2 The young man said, 'It's none of your business.'
(a) He was talking to the young woman.
(b) He was talking about the play.
(c) He thought the writer was trying to listen to his conversation with the young woman.
(d) He thought the writer was asking him a question.

STRUCTURE

- 3 Last week the writer went to the theatre. He was ^{at} the theatre.
(a) to (b) at (c) into (d) on
- 4 The young man and young woman were sitting behind him. He was sitting in them.
(a) before (b) above (c) ahead of (d) in front of
- 5 ... did the writer feel? Angry.
(a) Where (b) Why (c) How (d) When
- 6 He looked at the man and the woman angrily. He looked at ... angrily.
(a) them (b) they (c) their (d) us
- 7 The young man and the young woman paid ... attention to the writer.
(a) none (b) any (c) not any (d) no *not any → no.*

VOCABULARY

- 8 He had a good seat. He was sitting in a good
(a) chair (b) place (c) armchair (d) class
- 9 He was a young man. He wasn't very
(a) old (b) big (c) tall (d) large
- 10 The writer looked at the man and the woman angrily. He was very
(a) sad (b) unhappy (c) cross (d) pleased
- 11 The writer could not bear it. He could not ... it.
(a) carry (b) suffer (c) stand (d) lift
- 12 The young man spoke rudely. He wasn't very
(a) clever (b) rude (c) polite (d) kind

SENTENCE STRUCTURE

Arrange these words in their right order, then check your answer against the text:

a me young behind man sitting and were a woman
young (lines 3-5)

2 Breakfast or Lunch?

COMPREHENSION

1 When Aunt Lucy telephoned

- (a) the writer was asleep.
- (b) the writer was still in bed.
- (c) the writer had already got up.
- (d) the writer was having lunch.

2 Aunt Lucy was surprised because

- (a) the writer was having lunch.
- (b) it was one o'clock.
- (c) it was late.
- (d) the writer was having breakfast at lunch time.

STRUCTURE

3 He sometimes . . . in bed until lunch time.

- (a) stay (b) is staying (c) stays (d) staying

4 He stayed in bed until lunch time. He went to bed late last night.

- (a) in (b) into (c) to (d) at

5 He doesn't get up early on Sundays. He gets up late.

- (a) late (b) lately (c) slowly (d) hardly

6 . . . did aunt Lucy come? By train.

- (a) When (b) How (c) Why (d) Where

7 The writer can't see aunt Lucy . . . He's having breakfast.

- (a) still (b) now (c) often (d) always

VOCABULARY

8 He . . . out of the window and saw that it was raining.

- (a) looked (b) saw (c) remarked (d) watched

9 Just then, the telephone rang. It rang

- (a) at once (b) immediately (c) again (d) at that moment

10 She was his aunt, so he was her

- (a) son (b) grandson (c) nephew (d) niece

11 Breakfast is the first . . . of the day.

- (a) food (b) dinner (c) lunch (d) meal

12 Aunt Lucy said, 'Dear me' because she was

- (a) angry (b) surprised (c) tired (d) pleased

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

I arrived by train a moment ago.

I've (lines 7-8)

3 Please Send Me a Card

COMPREHENSION

1 The writer

- (a) doesn't like buying postcards.
- (b) doesn't like receiving postcards.
- (c) doesn't like writing postcards.
- (d) doesn't like postcards.

2 What was the writer's 'big decision'?

- (a) He decided to write postcards to his friends.
- (b) He decided to spend the whole day in his room.
- (c) He decided to buy a lot of postcards.
- (d) He decided not to write a single card.

STRUCTURE

3 Last summer he went to Italy. He was in Italy last summer.

- (a) at (b) to (c) in (d) on

4 ... him a few words of Italian? The waiter.

- (a) Who taught (b) Who did teach (c) What did he teach (d) Whom did he teach

5 He was a friendly waiter. He spoke to the writer

- (a) friendly (b) as friends (c) like friends (d) in a friendly way

6 The writer ... a few lines, but he didn't understand a word.

- (a) reads (b) read (c) red (d) reading

7 He spent the whole day in his room. He was in his room all day.

- (a) the hole (b) the all (c) all (d) all of

VOCABULARY

8 A waiter usually works in a

- (a) public garden (b) shop (c) restaurant (d) private house

9 The waiter lent him a book. He ... a book from the waiter.

- (a) lent (b) borrowed (c) took (d) stole

10 On the last day he made a big decision. It was the ^{final} day of his holiday.

- (a) final (b) end (c) latest (d) bottom

11 He made a big decision. He

- (a) thought about it (b) made up his mind (c) changed his mind (d) made a wish

12 He didn't write a single card. So he

- (a) wrote only one (b) didn't write even one (c) wrote just one (d) wrote all the cards except one

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

I did not send my friends any cards.

I did not send any cards to my friends (lines 8-9)

4 An Exciting Trip

COMPREHENSION

1 Only one of these statements is true. Which one?

- (a) The writer has been in Australia for six months.
- (b) Tim is a mechanic and he's working in Australia.
- (c) Tim is working for an Austrian firm.
- (d) Tim is working for a big firm as an engineer.

2 Only one of these statements is true. Which one?

- (a) Tim has been in Darwin for six months.
- (b) It's the first time Tim has ever been to another country.
- (c) Perth is in the centre of Australia.
- (d) Tim's brother has never been abroad before.

STRUCTURE

3 Tim is in Australia. He went . . . Australia six months ago.

- (a) to (b) in (c) at (d) into

4 Tim is in Australia. How long . . . there?

- (a) is he (b) has he been (c) has he (d) was he

5 Tim has been in Australia for six months. His brother hasn't seen him . . . January.

- (a) for (b) since (c) from (d) by

6 He has just bought an Australian car. He bought one

- (a) a short time ago (b) a long time ago (c) last year (d) six months ago

7 He has just gone to Alice Springs. He has never . . . there before.

- (a) went (b) being (c) been (d) was

VOCABULARY

8 Tim is working for a big firm. He is working for a big

- (a) society (b) company (c) factory (d) store

9 He has visited a great number of different places. He hasn't stayed in . . . place.

- (a) the only (b) a similar (c) the same (d) alike

10 Alice Springs is a small town. A town is usually

- (a) bigger than a village but smaller than a city (b) bigger than a city (c) the same size as a city (d) the same size as a village

11 He will soon visit Darwin. He will visit Darwin

- (a) quickly (b) for a short time (c) shortly (d) in a hurry

12 He will fly to Perth. He will go there

- (a) with air (b) in air (c) by air (d) through air

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

Because my brother has never been abroad before he is finding this trip very exciting.

My brother has never been abroad before. (lines 11-13)

5 No Wrong Numbers

COMPREHENSION

- 1 Mr Scott hasn't got a telephone in his new garage because
 - (a) it isn't far from his old garage, so he doesn't need one.
 - (b) he has twelve pigeons.
 - (c) he can't get one.
 - (d) it's too expensive.
- 2 Mr Scott keeps pigeons because
 - (a) he uses them to send messages.
 - (b) it's his hobby.
 - (c) he has two garages.
 - (d) he likes them.

STRUCTURE

- 3 Mr Scott has a garage. The garage is
 - (a) to him (b) of him (c) of his (d) his
- 4 Mr Scott cannot get a telephone for his garage. . . . he has just bought twelve pigeons.
 - (a) That's so (b) That's why (c) Because (d) For
- 5 He has just bought ten pigeons. When did he . . . them?
 - (a) bought (b) buys (c) buy (d) buying
- 6 What's the distance from Pinhurst to Silbury? How . . . is Pinhurst . . . Silbury?
 - (a) long ago . . . until (b) long . . . away (c) away . . . till (d) far . . . from
- 7 The pigeon flew from one garage to the other . . . three minutes.
 - (a) in (b) into (c) with (d) on

VOCABULARY

- 8 Mr Scott has a garage in Silbury. His . . . garage is in Pinhurst.
 - (a) another (b) other (c) else (d) different
- 9 Mr Scott can't get a telephone. Telephones are hard to
 - (a) take (b) receive (c) obtain (d) find
- 10 He has sent requests for spare parts. He has . . . spare parts.
 - (a) asked (b) asked for (c) begged (d) pleased
- 11 Urgent messages are important, so they must be sent
 - (a) quickly (b) slowly (c) by hand (d) largely
- 12 Mr Scott's 'telephone service' is private. It isn't
 - (a) general (b) national (c) international (d) public

SENTENCE STRUCTURE

Join these sentences together with but and so. Then check your answer against the text:

Pinhurst is only five miles from Silbury. Mr Scott cannot get a telephone for his new garage. He has just bought twelve pigeons. (lines 3-6)

6 Percy Buttons

COMPREHENSION

- 1 Percy Buttons stood on his head and sang songs because
 - (a) he wanted a piece of cheese.
 - (b) he liked doing this.
 - (c) he was a beggar.
 - (d) he wanted to 'pay' for his meal in this way.
- 2 The writer didn't know about Percy Buttons because
 - (a) she was new to the neighbourhood.
 - (c) he was a beggar.
 - (b) he had never called at that house before.
 - (d) he didn't live near her.

STRUCTURE

- 3 The writer has just moved to a new house. She was . . . yesterday.
 - (a) at house
 - (b) to the house
 - (c) at home
 - (d) in the home
- 4 She gave
 - (a) to him a meal
 - (b) a meal for him
 - (c) him to a meal
 - (d) a meal to him
- 5 A neighbour told me about him. He . . . Percy Buttons was a beggar.
 - (a) told
 - (b) said me
 - (c) told to me
 - (d) said
- 6 Everybody knows him. . . . know him.
 - (a) They all
 - (b) Each
 - (c) Every
 - (d) All they
- 7 . . . does he call? Once a month.
 - (a) How seldom
 - (b) How long
 - (c) How soon
 - (d) How often

VOCABULARY

- 8 A beggar is a person who
 - (a) asks for money but doesn't work
 - (b) asks for food
 - (c) works hard
 - (d) is out of work
- 9 You can have a meal
 - (a) only in the morning
 - (b) at any time
 - (c) only at midday
 - (d) only in the evening
- 10 She gave him a piece of cheese. He put the . . . of cheese in his pocket.
 - (a) bit
 - (b) bar
 - (c) block
 - (d) packet
- 11 He calls at every house in the street. He . . . everyone.
 - (a) shouts at
 - (b) calls
 - (c) cries out at
 - (d) visits
- 12 A street is usually . . . a road.
 - (a) quieter than
 - (b) not as quiet as
 - (c) longer than
 - (d) as long as

SENTENCE STRUCTURE

Arrange these groups of words in the right order, then check your answer against the text :

and a glass of beer/he calls/for a meal/at every house/and always asks/in the street/once a month (lines 11-13)

7 Too Late

COMPREHENSION

1 The detectives were at the airport

- (a) to meet a plane.
- (b) to prevent a robbery.
- (c) to watch the building.
- (d) because the plane was late.

2 The detectives

- (a) found the diamonds.
- (b) didn't open the parcel.
- (c) didn't prevent the robbery.
- (d) caught the thieves.

STRUCTURE

3 ... were detectives waiting? At the airport.

- (a) Why (b) When (c) Where (d) What

4 ... were they expecting? A valuable parcel of diamonds.

- (a) Why (b) When (c) Where (d) What

5 Someone had told the police that thieves would try to steal the diamonds. This happened ... the plane arrived.

- (a) before (b) after (c) when (d) as soon as

6 The detectives went into the building and waited

- (a) in (b) into (c) inside (d) for

7 Two men took the parcel off the plane. They

- (a) took off it (b) it took off (c) took off (d) took it off

VOCABULARY

8 The detectives were ... a valuable parcel of diamonds.

- (a) expecting (b) waiting (c) expecting for (d) expecting to

9 The parcel was valuable. It was

- (a) worth (b) worthy (c) precious (d) value

10 The thieves wanted to ... the diamonds.

- (a) rob (b) steal (c) take from (d) take to

11 The detectives waited inside the main building. This was the ... building.

- (a) most important (b) smallest (c) first (d) greatest

12 Someone had filled the parcel with stones and sand. It was ... stones and sand.

- (a) full with (b) full of (c) full by (d) full in

SENTENCE STRUCTURE

Arrange these groups of words in the right order, then check your answer against the text:

into the Customs House/two men/and carried it/took the parcel/off the plane (lines 10-12)

8 The Best and the Worst

COMPREHENSION

- 1 One of these sentences is true. Which one?
 - (a) Bill Frith's garden is the best and Joe Sanders' is the worst.
 - (b) Joe Sanders' garden is the best and Bill Frith's is the worst.
 - (c) The writer's garden is the best and Joe Sanders' is the worst.
 - (d) Joe Sanders' garden is the best and the writer's is the worst.
- 2 One of these sentences is true. Which one?
 - (a) The writer doesn't like gardens.
 - (b) The writer likes gardens, but he is lazy.
 - (c) The writer never enters for the competition.
 - (d) The writer never wins a prize.

STRUCTURE

- 3 Bill Frith's garden is larger than Joe's. It is
 - (a) larger garden (b) a large garden (c) large garden (d) largest garden
- 4 Bill is a hard worker. He works . . . than Joe.
 - (a) harder (b) more hard (c) more hardly (d) hardier
- 5 Joe's garden is more interesting . . . Bill's.
 - (a) by (b) for (c) than (d) from
- 6 The writer is fond of gardens.
 - (a) They like him (b) They like to him (c) He likes them (d) To him they like
- 7 Joe's garden is the best in the town. It's the best . . . them all.
 - (a) in (b) of (c) for (d) by

VOCABULARY

- 8 Joe wins every time. He always . . . Bill Frith.
 - (a) wins (b) beats (c) gains (d) earns
- 9 Joe grows more flowers. More flowers . . . in his garden.
 - (a) grow (b) grow tall (c) grow up (d) grow big
- 10 Joe's garden is interesting. Joe is . . . in gardening.
 - (a) interesting (b) interest (c) interestingly (d) interested.
- 11 The writer doesn't like hard work. It's . . . to look after a garden.
 - (a) a hard work (b) a hard job (c) hard job (d) hardly a job
- 12 Every year the writer enters for the garden competition
 - (a) very (b) also (c) and (d) to

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

Joe's garden is not as large as Bill Frith's.

Bill Frith's..... (lines 4-5)

9 A Cold Welcome

COMPREHENSION

1 The crowd gathered under the clock because

- (a) it was twenty to twelve
- (b) it was Wednesday evening.
- (c) they wanted to welcome the New Year.
- (d) the clock had stopped.

2 They realized the clock had stopped

- (a) before midnight.
- (b) after midnight.
- (c) at midnight.
- (d) just in time.

STRUCTURE

3 They went to the Town Hall on Wednesday evening. They went

- (a) the evening (b) on the evening (c) evening (d) in the evening

4 The people . . . under the Town Hall clock.

- (a) were (b) was (c) is (d) be

5 . . . will it strike? In twenty minutes' time.

- (a) When (b) How long (c) How long ago (d) How much

6 What time did it stop? . . . five to twelve.

- (a) On (b) At (c) In (d) During

7 Did . . . happen? No, nothing happened.

- (a) nothing (b) anything (c) any (d) a thing

VOCABULARY

8 How many times did the clock . . . ?

- (a) hit (b) beat (c) knock (d) strike

9 It was fifteen minutes . . . eleven.

- (a) pass (b) past (c) passed (d) pasted

10 A clock usually has two hands, a minute hand and . . . hand.

- (a) a second (b) an hour (c) a time (d) a big

11 Most people wear or carry

- (a) an alarm clock (b) an alarm (c) a clock (d) a watch

12 It refused to welcome the New Year. It

- (a) denied it (b) wanted to (c) didn't want to (d) wished to

SENTENCE STRUCTURE

Join these two sentences, then check your answer against the text:

It was Wednesday evening. We went to the Town Hall.

On (lines 1-2)